

# Louisiana Believes

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Developing and Implementing High Quality Professional  
Development Plans  
February 2020

# Session Information

**Description:** In this session, participants will explore strategies for ensuring ELA and math teachers receive high quality professional development and collaboration through the implementation of the school system's professional development plan. Participants will plan next steps for supporting and monitoring professional development.

**Participants will:**

- Understand the components required in Professional Development Plan and why they are required
- Understand next steps for Professional Development Plan review and feedback after Super App submission
- Be able to assess the quality of their Professional Development Plan
- Be able to plan for quality implementation of Professional Development Plan



# Professional Development Plans

# Current State

## Goal

All Teachers—including special education, English language, and reading interventionists—are fully prepared to deliver high quality lessons.

## Current state

- In 95 percent of classrooms, **teachers are using high-quality materials.**
- Based on LEAP 2025 scores and classroom observation, curriculum implementation is improving, but many teachers not getting to the **most complex parts of the lesson.**
- **Teachers who attend redelivery of content modules express a deeper understanding of the curriculum and deliver more effective instruction.**
- However, **not all teachers have attended content module redelivery.**

## Next Steps

Support school systems to create Professional Development plans that prioritize content module redelivery and unit and lesson preparation.

# Professional Development Plans

In order for all students to achieve grade level standards, all teachers—including special education, English language, and reading interventionists—must deliver high quality lessons. This requires:

- A foundational understanding of the curriculum and its design, as gained through content module redelivery
- Facilitated time to prepare for unit and lesson delivery

School systems build a plan to ensure that all teachers receive training and ongoing support. Plans should include:

- Content module redelivery
- Unit and lesson preparation

The [Professional Development Planning Guidance](#) will help schools and school systems to complete the [Professional Development Planning Template](#) **required for CIR schools** in Super App.

# Professional Development Plans

**3 minutes:** Review the [Professional Development Planning Template](#)

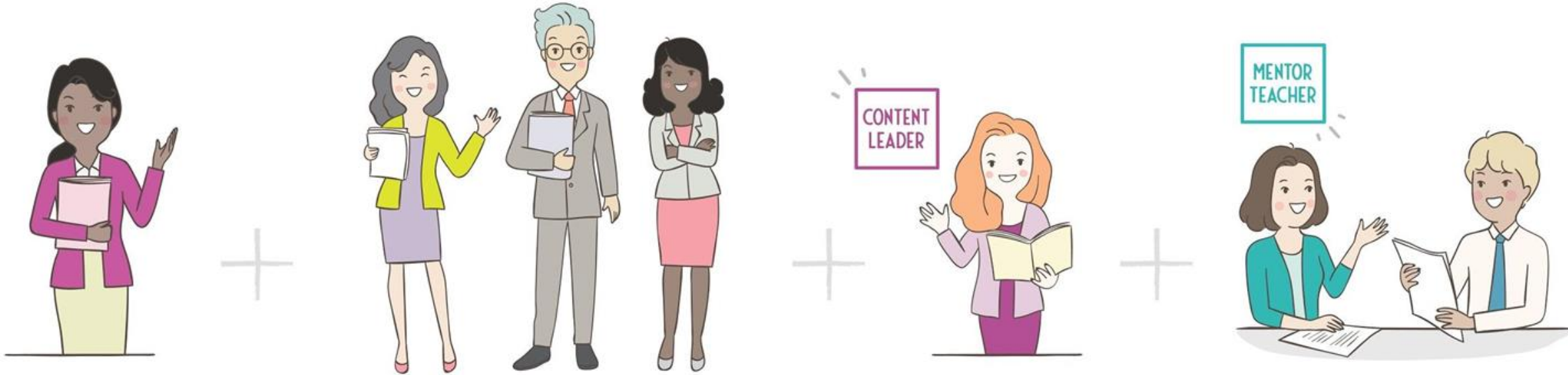
As you review the template:

- What questions have been confusing?
- What components stand out as important considerations?
- Where did your school system struggle to determine answers?
- What additional questions have been raised as the plan was being developed?

**10 minutes:** Q & A



**Principals, leadership teams, Content Leaders, and Mentor Teachers** use classroom observation, common planning time, and one-on-one coaching to support each teacher to prepare for and deliver instruction.



### *Principals*

- ✓ Ensure every teacher in the building has foundational training on the curriculum, common planning time, regular observations, and one-on-one coaching as appropriate

### *School Leadership Teams*

- ✓ Lead common planning time focused on instructional preparation
- ✓ Observe instruction using the classroom observation tools to support teachers with delivering instruction

### *Content Leaders*

- ✓ Redeliver six content modules focused on providing teachers foundational knowledge of the curriculum

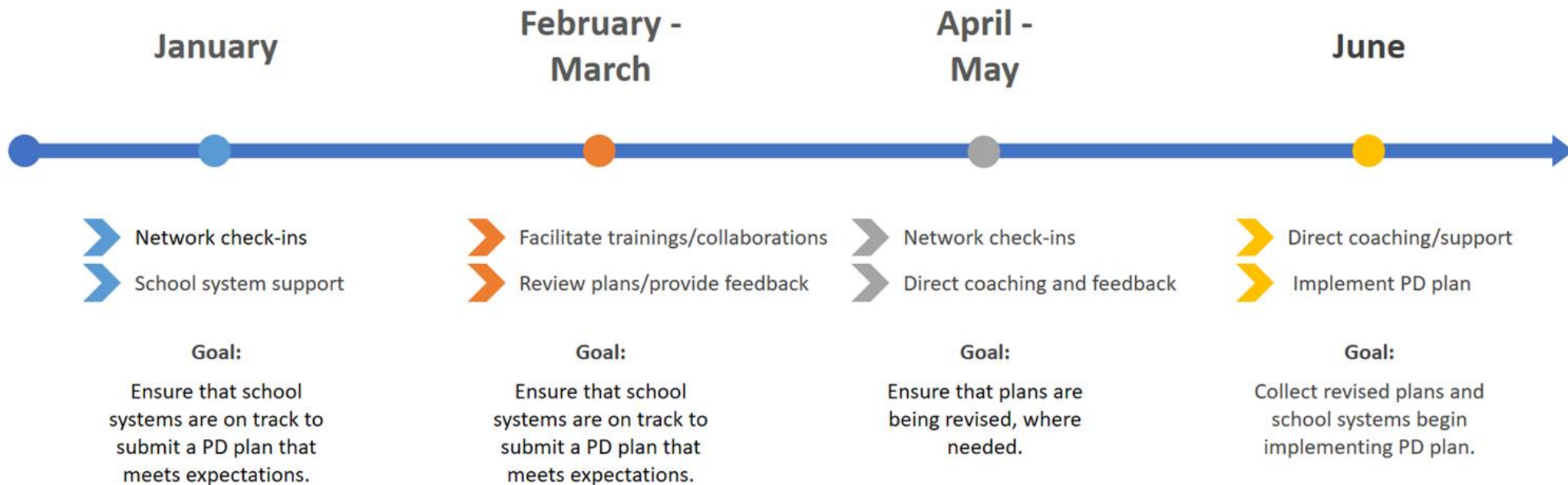
### *Mentor Teachers*

- ✓ Coach residents, new teachers, and struggling teachers on planning and delivery of instruction

# Next Steps for Support

**Effective professional development** engages teachers and leaders in learning opportunities that are supportive, job-embedded, instructionally-focused, collaborative, and ongoing.

However, coordination of professional development supports is **complex**. School systems must coordinate the use of vendors, Mentors, and Content Leaders.





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# Assessing the Quality of Professional Development Plans

# Assessing the Quality of the Plan

## PD Plan Reflection Question

1) How is the school system ensuring all ELA and math teachers have access to high quality professional development focused on curriculum implementation?

A quality **Professional Development Plan** will include:

- name of a person responsible for ensuring quality implementation across the school system
- plan for ensuring each CIR school has an ELA and math Content Leader
- explanation of how subject areas are prioritized, if necessary
- schedule for content module redelivery ensuring maximum attendance and inclusive of new teachers (ongoing)
- timeline for content module redelivery that is appropriately timed and logically sequenced; implement curriculum from the onset of the school year

# Assessing the Quality of the Plan

## PD Plan Reflection Question

2) To what extent is the school system setting an expectation that each school establish time for facilitated unit and lesson preparation?

A quality **Professional Development Plan** will include a plan for teacher collaboration that:

- ensures CIR schools provide time for unit preparation for all ELA and/or math teachers
- indicates how CIR schools use resources, time, and/or school schedules to allow teachers to unpack units (ongoing)
- ensures maximum attendance from all ELA and/or math teachers in each CIR school
- appropriately times and logically sequences collaborative unit planning to enable teachers to begin implementing the unit as intended from the onset of each unit



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# Planning for Quality Implementation of Professional Development Plan

# Teacher Leadership: What the Research Says . . .

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## Preparing Mentor Teachers and Content Leaders for their Role in Professional Development



A [survey of U.S. teachers](#) this year found that **93 percent wish there were more opportunities to further their careers** and professional skills while staying in the classroom.

A [series of reports](#) on teacher quality systems in top performing countries, describes how **teacher leaders are regularly trained alongside school principals** so each school has multiple leaders to **continually** improve professional learning for teachers.

Dan Goldhaber’s report from the [Center for Education, Data & Research](#) finds “evidence of a **strong and positive relationship between value-added measures of mentor effectiveness and mentees’ value-added effectiveness in math.**”

A recent [report](#) from the New Teacher Center shows that teacher **retention improved by 11 percentage points** and students showed **five additional months of learning in ELA and math** when teachers received mentoring.

# Quality Implementation

▶ **Key Question:** To what extent has the school system established professional development expectations and support structures to guarantee quality implementation of the curriculum and the professional development plan?

## Communicating the PD Plan to Stakeholders

- school system leaders
- school leaders
- teacher leaders
- classroom teachers

## Building Capacity for PD Plan Implementation

- school system leaders
- school leaders
- teacher leaders

## Ongoing Support for and Monitoring of PD Plan

- support and monitoring for Content Module redeliver
- support and monitoring for collaborative planning
- support and monitoring for curriculum implementation



# Quality Implementation: Communication

## Communicating the PD Plan to Stakeholders

- school system leaders
- school leaders
- teacher leaders
- classroom teachers

### Example components of an effective communication plan:

**Communicate** your school system's vision for professional learning.

- ▶ **Key Question:** Who is the best person to communicate the plan?

**Identify the roles** at the school system and school level pivotal to implementing the PD plan, including the Mentor Teacher and Content Leader.

- ▶ **Key Question:** How do you communicate who is serving in these roles to stakeholder groups?

**Provide guidance** to school leaders to support the implementation of the PD plan, e.g., provide examples (and non-examples) of school-level PD plans.

- ▶ **Key Question:** How will you collect school-level plans and will you share plans broadly?

# Quality Implementation: Capacity

## Building Capacity for PD Plan Implementation

- school system leaders
- school leaders
- teacher leaders

### Capacity Building Key Questions:

- ▶ How are key school system leaders ensuring that **school leaders and teacher leaders** understand the PD plan, the purpose, and their role in developing and implementing the plan?
  - In top-performing school systems, **leaders** receive sustained, intensive support, experiencing the strategies and practices that they will then facilitate themselves.
  - In top-performing school systems, **teachers** are not expected to walk into leadership roles ready to transform teacher practice without support.

[Jensen et al., 2016; The Wallace Foundation](#)

# Quality Implementation: Support and Monitoring

## Ongoing Support for and Monitoring of PD Plan

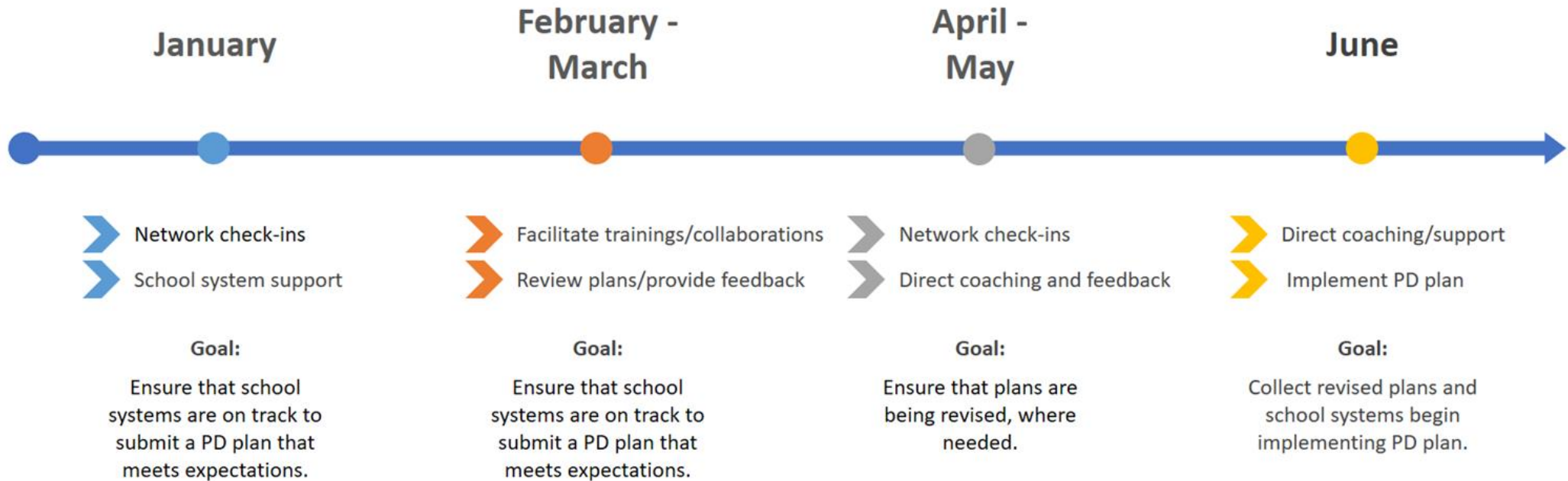
- support and monitoring for Content Module redeliver
- support and monitoring for collaborative planning
- support and monitoring for curriculum implementation

### Support and Monitoring Key Questions:

- ▶ Are there knowledge and skill **gaps** among key stakeholders that will get in the way of implementing the PD plan, e.g., teacher leaders have not been trained, principals are not aware of the expectation outlined in the plan?
- ▶ Are there **redundancies** in practices that might be eliminated to free up time for more impactful implementation, e.g., department meetings, staff meetings, vendor trainings?
- ▶ What **formal structures exist to monitor and support** the PD plan, e.g., system-wide walkthroughs, PLC observations, training walkthroughs, and/or on-going PD for teacher facilitators?



# Next Steps for Support



# Additional Resources

The [Professional Development Planning Guidance](#) will help schools and school systems to complete the [Professional Development Planning Template](#) required in Super App.

These additional resources may be helpful to school systems when creating their professional development plan:

- [Mentor Teacher and Content Leader Participation List](#)
- [Mentor Teacher/Content Leader Vendor Guide](#)
- [Science Content Leader](#) one page summary
- [Content Leader Webpage](#)
- [Instructional Support Guide](#)
- [Sample Calendar](#)

Send all questions related to school system planning and **Super App** to [LDOE.Grantshelpdesk@la.gov](mailto:LDOE.Grantshelpdesk@la.gov) and include “Super App” in the subject line.

For **direct support** on the revision and resubmission of **Professional Development Plan**, contact your Network Leader/Coach.